SUNY Contant Physical Education

Loren Flan	NYS/NASTE	Teacher Candidater(s): Vikki Turner						School: Homer	Dube: 3/16/2012		
of		Bold Teaching Style: Command Practice Reciposed Self-Check Guided Direct						Grade: 6th # in clam: 25			
10	Standards	and reading style. Command Tracks. Recipied Statement Comments									
Domains		Objectives (Be sure to include Situation, Task and Criteria for each objective) Assessment Tool & When it is used							Length of claus: 40 mins		
Psychonotor	IA/I	 By the end of the leason, students will demonstrate the proper mechanic of weight shifting, by shifting their weight side to side at their hips in order to successfully reach the pinnie. 					Viousi	Unit: Project Adventure			
1-,								Focus: Python Periodilon Equipment: pirmic and con: References: (e.g. Hook, conce pocket, pg. 8, complete with addition UEL3) Reference: Packet ill was to use by menter.			
Affective	2A/5	 In this lesson, students will work together in order to come up with an effective plan to move the entire line down the gym without letting go of each other. 					Violati				
Cognitive	IA/2	 In this lesson, students will demonstrate their knowledge of weight shifting in order to retrieve the pinnic with their time without letting of each other. 					Verbal				
Safety Statement	2 / 5	Students need to make not lift them suddenly.						Vi mal/Verbal teacher.			
MXLorder Souter 1 - Present Buildand Films					NAME Content Manufactur—A physically observed persons I. Be no mission or may be say in main reliable and move ment partie on moving to perform a						
1.3. Timberic will perform home motorcoad monipulation while. Timberic will attain competency in a variety of motor and a point activities. 10. Timberic will design process if times programs to improve confinementations, the stilling, more alreadying the enforcement, and body composition.					versity of physical activities.						
MYRI - reming Manufacel 2 - A Mafe and Houblity Exclemental					2. Demonstrates understanding of more mention may be, principles, a toring income too too.						
2a. Similaration of distance motivate composes the pronounce of an analysis and the horizon or half or agregated in pilgrate of on the tip.					on they apply to the learning and performance of physical activities.						
 Students will understand that physical activity provides the opportunity for empressing to half-upo, so lives provides and communication. Students will be of the original profess househoused may be the circly in common a sude and positive experience for all participants. 						Participates any shely in physical as tirily. As his year and maintainess had five about ing level of physical fitness.					
MINI-product D. Remover Hampework					5. Exhibits responsible presented and social below for that respects on bland others in						
As A indenter will be conserved and of the terror composition or within the incommunity to employe in physical activity.					p by wined on the tip on things.						
3b. Sindentive ill be infromed commune could be oble to evaluate for dities and yang some.					6. Values physical activity for health, enjoyment, challenge, self-expression, and/or						
 Xindenius of lastic be assure of converse pittons in the field of physical fitness and operis 						new indicates time					

What is the ougoing filment theme or emphasis in this leason?							
Health-related Pitners (HRF)	Explain how it is developed and where in the leason it occurs:	Skill-related Pitness (SRF)	Explain how it is developed and where in the lesson it occurs:				
NYS LS 1B	Museular strength is a big part of the python pentathlon. The	NYS LS 1A	Students need to be coordinated to complete the pentathion since they				
(Ficanc Bold)	students need to have the core strength to help move the line	(Picarc Bold)	cannot be falling over when shifting their weight side to side. Speed is				
Cardiovascular endurance	down the gem without using their arms or legs. Heatbility is	Balance	demonstrated how fast they can accomplish this task as a team since it is				
Muscular strength	used since they are working and stretching their core muster	Coordination	a rday ract.				
Museular endurance	in order to complete the task.	Agility					
Hexibility		Reaction time					
Body composition		Speed					
		Power					
	6.c. Concepts taught, gools, estimated MVPA through a		(i.e. Concepts taught, gools, PHT, etc.)				
	gamefactivity, heart rate, RPE, step counts, PTFT, etc.)						

"Guiding and impiring young stern in the process of becoming physically educated and healthy for a lifetime."

Law systems on 4/1/201.

SUNY Cortland Physical Education

Lesson Plan

Teacher Candidates(s): Vikki Turner School: Homer

Date: 3/16/2012

of

1/3

NYS/NASPE

Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Standards

Inclusion Convergent Divergent Jigsaw Cooperative

Grade: 6th # in class: 25

Domains Objectives (Be sure to include Situation, Task and Criteria for each objective)

Assessment Tool & When it is used

Length of class: 40 mins

nit: Project Adventure Psychomotor 1A /1

Focus: Python Pentathlon

Affective 2A/5

"Guiding and inspiring youngsters in the process of becoming physically educated and healthy for a lifetime." Last updated on 4/1/2012

1. By the end of the lesson, students will demonstrate the proper mechanic of weight shifting, by shifting their weight side to side at their hips in order to successfully reach the pinnie.

Visual

Equipment: pinnie and cone

Cognitive 1A/2

2. In this lesson, students will work together in order to come up with an effective plan to move the entire line down the gym without letting go of each other.

Visual

References: (e.g. Book, course packet, pg #, complete web address URL): Reference Packet given to use by master Safety teacher. Statement

3. In this lesson, students will demonstrate their knowledge of weight shifting in order to retrieve the pinnie with their time without letting of each other.

Verbal

2/5

4. Students need to make sure that they keep their hands in the other student's shoulders and not lift them suddenly. Students will also need to make sure that they do not kick their feet.

Visual/Verbal

NYS Learning Standard 1 – Personal Health and Fitness

- 1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition NYS Learning Standard 2– A Safe and Healthy Environment
- 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity. 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. NYS Learning Standard 3– Resource Management
- 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 3b. Students will be informed consumers and be able to evaluate facilities and programs. 3c. Students will also be aware of career options in the field of physical fitness and sports

NASPE Content Standards – A physically educated person: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

What is the ongoing fitness theme or emphasis in

this lesson? Health-related Fitness (HRF) NYS LS 1B (Please Bold) Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition

Explain how it is developed and where in the lesson it occurs: Muscular strength is a big part of the python pentathlon. The students need to have the core strength to help move the line down the gym without using their arms or legs. Flexibility is used since they are working and stretching their core muscles in order to complete the task.

Skill-related Fitness (SRF) NYS LS 1A (Please Bold) Balance Coordination Agility Reaction time Speed Power Explain how it is developed and where in the lesson it occurs: Students need to be coordinated to complete the pentathlon since they cannot be falling over when shifting their weight side to side. Speed is

(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)

demonstrated how fast they can accomplish this task as a team since it is a relay race.

(i.e. Concepts taught, goals, FITT, etc.)

BUNY Cordand Physical Education

Lenon Components	Time (mine)									
Instant Activity										
Introduction, Signal for Attention, Hook										
Domenstration		T SSSSS	Here a group of stalents' line up in a rew in front of the class, and show them have to wrap their legs around one another and where to put their hands.							
Body of Learn (Learn Form)			Teaching Progressions – Show some of the major tasks/activities/lasted on your <u>Activity Progression Worksheet</u> within the selected level of green/Prior the class.							
			Tasks @ stensore) - Activities for the whole class. E.g. H2 we held over the set to proceparate 10 invez.	Cues (Refinements) – Simple secrets to improve performance. E.g. Lo- so 0 (gh	Challenger (Applications) - More gan e-like districts to practice the same tasks at the same difficulty level. E. p. to 90 accords, are lon- away river; you can be the hell so your parrows.	Medifications - Add medite tions to make the tasks costs and harder according to the skall level of the students.	Adoptations Assessments, Reminders			
		55555 T 55555 T 55555 55555	Students will kine up in their relay races they will wrap their arms and legs around each other give them about five minutes to talk to their team about how they are going to accomplish noving	Hands on shoulders Feet on legs Cannot use arms or legs to help move the line	 After a practice run, students will begin to race each for the pinnic on the other side of the gym 	Easter – Only have them wrap their legs around the person in front of them and use their arms. Harder – Give them a time limit on top of the racing	Remember you cannot let go of the person in front of you, if anybody lets go you have to start at the beginning.			
			2	2	2	Easter - Harder - Easter -				
			4.	4.	4.	Harder - Ensier - Harder - Ensier -				
Activity close (Optional)				<u> </u>	i	Harder -				
Lesson Cleoure, Hook to Next Lesson										
Evaluation of Lesson	Pre-planning: Previous instruction in this section greate greate levels) Pon-planning: "Assessment Informs Teaching: " future needs based on assessment results Teacher Reflect on Nove z:									

"Guiding and impiring young zers in the process of becoming physically educated and healthy for a lifetime."

Lann spalmed on 4/1/2012

SUNY Cortland Physical Education

Lesson Components Time (mins)

Organization & Transitions

Description

Adaptations Assessments, Reminders

Instant Activity

Introduction, Signal for Attention, Hook

isual check to make Demonstration sure students are properly lined up

Body of Lesson (Lesson Focus)

"Guiding and inspiring youngsters in the process of becoming physically educated and healthy for a lifetime." Last updated on 4/1/2012

T SSSSS

Have a group of students' line up in a row in front of the class, and show them how to wrap their legs around one

another and where to put their hands.

Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet within the selected level of (PC/C/U/P) for the class.

Tasks (Extensions) - Activities for the whole class. E.g. Hit the ball over the net to your partner 10 times.

Cues (Refinements) - Simple secrets to improve performance. E.g. Low to high

Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level. E.g. In 90 seconds, see how many times you can hit the ball to your partner.

Modifications – Add modifications to make the tasks easier and harder according to the skill level of the students.

Adaptations Assessments, Reminders

SSSSS

SSSS T SSSSS SSSSS

- 1. Students will line up in their relay races -they will wrap their arms and legs around each other -give them about five minutes to talk to their team about how they are going to accomplish moving
- 1. Hands on shoulders Feet on legs Cannot use arms or legs to help move the line
- 1. After a practice run, students will begin to race each for the pinnie on the other side of the gym

Remember you cannot let go of the person in front of you, if anybody lets go you have to start at the beginning. 2. 2.

2. Easier -

Harder - 3. 3. 3. Easier -

Harder - 4. 4. 4. Easier -

Harder - 5. 5. 5. Easier -

Harder -

Activity close (Optional)

Lesson Closure, Hook to Next Lesson

Evaluation of Lesson

Easier – Only have them wrap their legs around the person in front of them and use their arms. Harder - Give them a time limit on top of the racing

Pre-planning: Previous instruction in this activity (earlier grade levels)

Post-planning: "Assessment Informs Teaching:" future needs based on assessment results

Teacher Reflection Notes: